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ABSTRACT

To aid "at risk" students in their transition from school into meaningful employment and a quality adult life, this handbook lists and describes California programs and services that are in wide use and have broad support. The handbook is divided into three sections, covering preschool through eighth grade, ninth through twelfth grade, and employment and adult life. In the first two sections, programs are described that are offered by: local educational agencies; special education local plan areas; extracurricular clubs and recreation groups; and public and private agencies. Instructional strategies used by these programs are also briefly described, including individual transition plans, the Life Centered Career Education Model, cooperative learning, and others. The third section, covering employment and adult life, describes programs and services assisting in development of competitive employment, supported employment, sheltered employment, supported living, volunteer work, and leisure activities. The programs are offered by: local education agencies involved in postsecondary education, public agencies such as the California State Department of Rehabilitation and the Employment Development Department, and community organizations. (JDD)



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Developed by the Office of the Merced County Superintendent of Schools, William H. Stockard, Ed.D., Superintendent, for the Education Transition Center of the California State Department of Education, under Grant a.2.5..
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# *INTRODUCTION*

This handbook lists and describes many excellent programs and services for the transition of "at risk" students into meaningful employment and a quality adult life.

It is accompanied by a wall chart which list each of these programs and services.

Included in this handbook is a brief description of each item on the wall chart.

This is not an exhaustive list of programs and services for transition. It is meant to be a representative list of options that can be helpful in coming to a beginning understanding of the wide range of possibilities available in our state. We have attempted to list programs that are in wide use and have broad support.

It is our hope that this handbook and accompanying chart will be useful to you in your efforts to aid "at risk" students in their transition from school to meaningful employment and a quality adult life.

Our sincere thanks to the many people who reviewed this handbook and chart. We are grateful for their insight and suggestions.

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# PROGRAMS & SERVICES FOR TRANSITION A SYNTHESIS OF OPTIONS

## Infant Care Through Eighth Grade

### *Programs and Services*

**LEAs - Local Educational Agencies**

- Core Curriculum
- Physical Education
- Career Education
- Child Development Centers
- Family Life Education
- Student Study Teams
- Vocational Education
- Consumer and Homemaking Education
- Special Programs (examples)
  - Bilingual Education
  - Migrant Education
  - Mainstreaming
  - SB 65 (School Based Pupil Motivation and Maintenance Program and Dropout Recovery Act)
  - Outreach Consultants

**SELPA - Special Education Local Plan Area**

- Early Childhood Special Education Programs
  - Infant Care
  - Pre-school Toddler Program
- Parent Awareness
- Special Day Class
- Resource Specialist
- DIS - Designated Instructional Services

**Extracurricular Clubs and Recreation**

- YMCA YWCA
- Boy Scouts & Girl Scouts of America
- 4H Clubs
- City & County Recreation Departments
- VSO - Vocational Student Organizations

**Agencies Programs**

- Project Headstart
- Easter Seal Society
- DDS - California State Department of Developmental Services

### *Instructional Strategies*

*(Examples)*

- ITP - Individual Transition Plan
- ICSM - Individualized Critical Skills Model
- LCCE - Life Centered Career Education Model
- IE, MLE - Instrumental Enrichment & Mediated Learning Experiences
- Cooperative Learning
- Curriculum Modification
- CCET - Comprehensive Curriculum Emphasizing Transition
- Peer Tutoring
- Interactive Video



## Secondary (9th Through 12th Grade)

### *Programs and Services*

**LEAs - Local Educational Agencies**

- Core Curriculum
- Career Education
- Vocational Assessment Guidance & Counseling
- Vocational Education
- Consumer and Homemaking Education
- Physical Education
- Family Life Education
- Driver Education
- Alcohol Drug Abuse Education
- Student Study Teams
- WorkAbility I
- ROP C - Regional Occupational Programs Centers
- Work Experience Education
- Special Programs (examples)
  - Bilingual Education
  - Migrant Education
  - Mainstreaming
  - SB 65 (School Based Pupil Motivation and Maintenance Program and Dropout Recovery Act)
  - Outreach Consultants
  - Alternative Education Work Centers for Dropouts
  - Educational Clinics
- Partnership Academies

**SELPA - Special Education Local Plan Area**

- Special Day Class
- Resource Specialist
- DIS - Designated Instructional Services

**Extracurricular Clubs and Recreation**

- YMCA YWCA
- Boy Scouts & Girl Scouts of America
- 4H Clubs
- City & County Recreation Departments
- VSO - Vocational Student Organizations

**Agencies Programs**

- DDS - California State Department of Developmental Services
- EDD - Employment Development Department
- California State Department of Rehabilitation
- VERS - Vocational Education Resource System
- JTPA - Job Training Partnership Act
- Easter Seal Society

### *Instructional Strategies*

*(Examples)*

- Peer Tutoring
- Interactive Video
- Cooperative Learning
- Curriculum Modification
- ITP - Individual Transition Plan
- Community Based Programming
- SIM - Strategies Intervention Method
- ICSM - Individualized Critical Skills Model
- LCCE - Life Centered Career Education Model
- CCET - Comprehensive Curriculum Emphasizing Transition
- IE, MLE - Instrumental Enrichment & Mediated Learning Experiences

## Meaningful Employment and Quality Adult Life

**Employment Living Situation**

- Competitive Employment
- Supported and Sheltered Employment
- Supported Living
- Volunteer Work
- Homemaker

### *Programs and Services*

**LEAs - Local Educational Agencies**

- Post Secondary Education
  - University, College, Community College
  - Adult Education
  - High Tech Centers for the Disabled
  - Academic Education
  - Vocational Education
  - Adapted Physical Education
- ROP C - Regional Occupational Programs, Centers
- WorkAbility II (ROP C, Adult Education, Community College)

**Agencies Programs**

- California State Department of Rehabilitation
  - Vocational Rehabilitation Services
    - Job Training & Placement
  - Habilitation Services
    - Work Activity Programs
    - Supported Employment
    - Integrated Work
    - Work Crew
    - Enclave
    - Independent Living Centers
    - Individual Placement
- Job Corps
- EDD - Employment Development Department
  - TJTC - Targeted Jobs Tax Credit
- HSA - Human Services Agency
- Mental Health Department
- Medi-Cal
- DDS - California State Department of Developmental Services
  - Regional Centers, Integrated Work & Supported Living
- JTPA - Job Training Partnership Act

**Community Organizations and Services**

- Planned Parenthood
- City & County Recreation Departments
- Homemaker Services
- Private Vocational Schools



Developed by the Office of the Merced County Superintendent of Schools, William H. Stuckard, Ed.D. Superintendent, for the Education Transition Center of the State Department of Education, September 1987

**Transition is a purposeful, organized and outcome-oriented process designed to help "at risk" students move from school to meaningful employment and a quality adult life.**

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YELLOW PAGES ..... Secondary (9th - 12th Grade)

BLUE PAGES .... Meaningful Employment and a Quality Adult Life

# Infant Care through the Eighth Grade

## *PROGRAMS AND SERVICES*

### *LEAs - Local Educational Agencies*

These public schools and agencies carry out our state's mandate to provide quality, free, public education to all our young people. Many programs are aimed specifically at special education, disadvantaged, and "at risk" students.

FURTHER INFORMATION: Contact your local school or school district office.

#### CORE CURRICULUM

Core curriculum refers to the major subject areas that are taught to California students. Core curriculum subjects include English and language arts, mathematics, physical education, visual and performing arts, history and social science, and science/health.

FURTHER INFORMATION: Contact your local school or school district office.

## PHYSICAL EDUCATION

Recognizing the importance of exercise and recreation to a healthy mind and body, our schools include many kinds of physical education opportunities . These include sports, exercises, and competition for people of many differing abilities and skills.

FURTHER INFORMATION: Contact your local school or school district office.

## CAREER EDUCATION

These are programs to assist students or individuals in planning lifelong careers or occupations. They include units in career awareness in the early grades and career exploration and planning in later grades.

FURTHER INFORMATION: Contact your local school or school district office.

## CHILD DEVELOPMENT CENTERS

Many local school districts have Child Development Centers which serve pre-school age children. These centers provide services to low-income families at no charge or a fee based on family income. The focus of these centers is preparing youngsters for kindergarten.

FURTHER INFORMATION: Contact your local school or school district office.

## FAMILY LIFE EDUCATION

Courses in family life are designed to increase students' insight into important matters of everyday living. Information about family life, family planning, money matters, etc. are taught in these classes.

FURTHER INFORMATION: Contact your local school or school district office.

## STUDENT STUDY TEAMS

All schools have a procedure for reviewing student problems and planning alternative ways to help students in the regular classroom. This type of planning is done for most students. A decision is made to refer students for special education or for remediation in their general education course work. The Student Study Team or similar group is responsible for such planning at each school.

The membership of the Student Study Team may change from school to school, but the team will include regular education teachers as well as the teacher of the student being referred. Other school specialists may attend the meeting, and parents of the student being referred may attend as well.

When a referral is received by the school, the Student Study Team meets to discuss the needs of the student. The team will consider what has already been done to help, and then offer suggestions and recommendations. After the meeting, the team will follow the student's progress for an agreed upon length of time to determine whether or not the recommendations are helping. If the student continues to have difficulties, a referral to special education may be made.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## VOCATIONAL EDUCATION

These are programs which train individuals for entry-level jobs. Vocational education programs provide training in many occupational areas including trade and technical, business, agriculture, home economics, health, and sales.

FURTHER INFORMATION: Contact your local school or school district office.

## CONSUMER AND HOMEMAKING EDUCATION

These are home economics programs dealing with important aspects of home and everyday life. These programs encompass such areas as life management skills, consumer skills, food service and nutrition, clothing and textiles, housing and home furnishing, family life, and child development. Vocational possibilities in all of these areas are also included.

FURTHER INFORMATION: Contact your local school or school district office.

## *Special Programs (Examples)*

### BILINGUAL EDUCATION

Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the Limited English Proficient (LEP) pupils. The principle goal of this option is to increase the English language proficiency and academic achievement of the LEP students. Each student must receive daily English language development. Students must also receive daily primary language instruction in mathematics and language arts, including reading and writing appropriate to the pupil's developmental level.

FURTHER INFORMATION:

California State Dept. of Education
Bilingual Education Office
(916) 445-2872

### MIGRANT EDUCATION

This is a plan for the education of migrant children in California. It offers a variety of supplemental services to the children of migratory agricultural workers.

Because the typical migrant student changes schools from one to three times each year, and since a substantial number of attendance days are lost each year because of these moves, the migrant student's education suffers drastically. Add to this the fact that a great percentage of migrant students in California are confronted with a language barrier, and it becomes obvious that the children of migratory agricultural workers are among the most educationally disadvantaged children in our schools today.

To compensate for these deficiencies, the basic aim of the instructional program is to supplement the migrant student's regular education with individual and small group instruction in areas of specific need. Many of the programs focus on the teaching of English as a second language, language development, and math.

The program's ultimate goal is to provide all migrant students the kind of education that will give them marketable skills, an understanding of the political processes, a sense of pride in their heritage, a sense of self-worth, and an ability to survive and thrive in whatever work they choose for their future.

Health, community, parent involvement, and student tracking programs are also part of the migrant education program.

FURTHER INFORMATION:

California Department of Education
Migrant Education Section
721 Capitol Mall, Third Floor
Sacramento, California 95814

**MAINSTREAMING:**

The Education for all Handicapped Children Act, known also as Public Law 94-142, provides the legal basis for providing educational services in the least restrictive setting. "Mainstreaming" is the popular term for providing education for children with disabilities in the least restrictive environment, that is, educating children with disabilities as closely as possible to their peers. The decision to place a child with disabilities in a regular class for all or part of the school day will depend on the unique characteristics and educational needs of the individual child.

FURTHER INFORMATION: Parks, A. Lee, and Rousseau, Marilyn, *The Public Law Supporting Mainstreaming*, Learning Concepts, Austin, Texas.

**SB 65 - SCHOOL BASED PUPIL MOTIVATION AND MAINTENANCE PROGRAM AND DROPOUT RECOVERY ACT**

It is the intent of this state legislation to increase the student holding power of schools through the effective coordination and promotion of existing programs. Dropout recovery programs are also included in this legislation. Included in the act are the following:

- Staff development
- Provision for utilization of the Student Study Team process
- Procedures for coordinating services from funding sources at the school level to assist pupils to participate successfully in the core academic curricula and specialized curricula related to job and career opportunities.
- Instructional and auxiliary services to meet the special needs of pupils identified as being at risk of not succeeding in the regular school program or dropping out of school, non-English speaking or limited English speaking pupils, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.
- At the elementary school level, provisions for early identification and intervention to address learning problems.
- An emphasis on literacy and basic skills development
- An emphasis on curriculum content and teaching strategies that are relevant to job or career opportunities.

FURTHER INFORMATION: *California Laws Relating to Minors*, Harcourt Brace Jovanovich, Legal and Professional Publications, Inc. 1986

California State Department of Education
Youth Alternative and Adult Education Services Division
721 Capitol Mall
Sacramento, CA 95814

OUTREACH CONSULTANTS

These consultants are knowledgeable of local alternative educational programs, local services available to assist in the placement or participation of remediation of pupils, local school options leading to employment, and techniques to enhance personal development. They must be capable of supervising, monitoring, conducting negotiations with, and advising pupils and adults.

FURTHER INFORMATION: *California Laws Relating to Minors*, Harcourt Brace Jovanovich Legal and Professional Publications, Inc., 1988.

## *SELPA - Special Education Local Plan Area*

Special Education Local Plan Areas (SELPAs) are defined in the California Education Code as geographic areas identified by the boundaries of one school district, two or more districts, or a combination of districts and one or more county office which operate special education programs under one state-approved local plan. The local plan specifies governance structure, responsibilities for educating individuals with exceptional needs, and designations of a responsible local administrative agency (usually referred to as "SELPA"). In most cases the SELPA receives and distributes regionalized services funds, provides administrative support, and coordinates services under the local plan. Regionalized services and coordination functions address:

1. Identification and assessment of students
2. Safeguards for parents' and students' rights
3. Staff training
4. Curriculum development
5. Program review and evaluation
6. Data collection and reporting
7. Interagency cooperation
8. Services to students in special facilities (licensed children's institutions and foster homes)
9. Community advisory committees
10. Transportation
11. Career education and vocational training

SELPAs are organized and implemented by the California Education Code to ensure the availability of special education services to students with disabilities. Within legal requirements and basic rule and scope requirements based on the availability of a wide range of services within each local plan area, district and county offices are free to determine organizational methodology, responsibilities, and service delivery patterns to best meet the needs of their individual student populations.

FURTHER INFORMATION: Contact the special education department of your local school or your school district office.

## EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

### INFANT CARE

Infant care programs, available in some areas, serve children birth to three who are developmentally delayed. Services may include home and center based programs. Speech-language, nursing, psychological consultations, community collaboration, and transportation may be included.

Eligibility for the program is determined by an Individualized Education Program (IEP) team in cooperation with the child's parent/guardian, after appropriate assessments have been completed and information reviewed.

### PRE-SCHOOL TODDLER PROGRAM

Pre-school Toddler programs, available in some areas, serve children three to five who are developmentally delayed. Services may include home and center based programs. Speech-language, nursing, psychological consultation, community collaboration, and transportation may be included.

Eligibility for the program is determined by an Individualized Education Program (IEP) team in cooperation with the child's parent/guardian, after appropriate assessments have been completed and information reviewed.

FURTHER INFORMATION: Contact your local school's special education department or your district superintendent.

### PARENT AWARENESS

Effective transition requires active parent involvement. Parents often benefit from training to help them become actively involved in their child's education. Parent training programs range from teaching parents about special education laws, parent's rights, children's rights, teaching methods and curriculum, to teaching parents the process by which they can actively participate in the development and implementation of their child's Individual Education Program and Individual Transition Plan.

FURTHER INFORMATION:

Education Transition Center
650 University Avenue, #200
Sacramento, California 95825

## SPECIAL DAY CLASS

These classes are designed to meet the needs of students who require more than DIS (Designated Instruction and Services) or Resource Specialist services. Most students remain in special classes for most of the school day. There are many special day classes for students with disabilities including those for: learning disabilities, orthopedic disabilities, serious emotional disabilities, hearing disabilities, severe language disabilities, severe and moderate disabilities and early childhood special education programs.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## RESOURCE SPECIALIST

The Resource Specialist Program provides supportive special education in combination with other services and regular classroom instruction for pre-school through twelfth grade students with learning difficulties. Students placed in a Resource Specialist program require special education services for less than half of the school day.

The Resource Specialist program emphasizes individualized instruction and support for regular classroom learning in academic and vocational skills. The program takes into account social, physical, and emotional factors which influence learning.

FURTHER INFORMATION: Contact your local school's special education department or or school district office.

## DIS - DESIGNATED INSTRUCTION AND SERVICES

DIS services are given in addition to a regular special education program. Examples of DIS are speech and language therapy, physical/occupational therapy, vision impaired help, and hearing impaired help. These services may also include counseling and guidance, parent counseling and training, specially designed vocational education and career development, and recreation services.

Designated Instruction and Services, as specified in the IEP (Individualized Education Plan), are to be available when they are necessary for the pupil to benefit from the educational program.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## *Extracurricular Clubs and Recreation*

### YMCA / YWCA

**YOUNG MEN'S CHRISTIAN ASSOCIATION**
**YOUNG WOMEN'S CHRISTIAN ASSOCIATION**

The YMCA and YWCA provide educational, social, recreational, health, and physical education programs to men, women, and children. Personal and family counseling may be available. Activities for persons with special needs are available in some localities.

FURTHER INFORMATION: Contact your local office of the YMCA or YWCA

### BOY SCOUTS AND GIRL SCOUTS OF AMERICA

The Boy Scouts and Girl Scouts are national organizations serving the needs of young people. They offer programs in leadership, education, recreation, community service, and personal development. Participants with disabilities are included in many BSA and GSA activities.

FURTHER INFORMATION: Contact your local Boy Scout and Girl Scout organizations.

### 4H CLUBS

4H emphasizes development and education in an out-of-school setting. Activities are conducted by volunteers and adult leaders. Projects include agriculture, home economics, plants, and special development.

FURTHER INFORMATION: Contact your local 4H chapter.

## CITY AND COUNTY RECREATION DEPARTMENTS

Parks and recreation departments provide a number of recreational and leisure programs for adults, youth, and senior citizens, including persons with disabilities. These agencies maintain systems of public parks and spaces. Adaptive Leisure Services are often available for the disabled. Programs include social clubs, sports, special interest classes, outdoor recreation, and special expeditions. In various areas, recreation departments might offer such options as: beaches, campgrounds, hiking, fishing, cycling, horseback riding, rafting, nature study, ball diamonds, playground equipment, picnicking, etc.

FURTHER INFORMATION: Contact the city or county recreation department in your area.

## VSO - VOCATIONAL STUDENT ORGANIZATIONS

These are national associations which have been established to aid vocational students in a number of areas. Many activities are planned and carried out by these organizations for the benefit of the students and to encourage others to consider entering this occupation. Some of these organizations are: FBLA (Future Business Leaders of America), DECA (Distributive Education Clubs of America), FFA (Future Farmers of America), and VICA (Vocational Industrial Clubs of America).

FURTHER INFORMATION: Contact your local high school principal or vocational education teacher.

## *Agencies/Programs*

### PROJECT HEADSTART

Project Headstart is a half and full day classroom program that provides pre-school children from economically disadvantaged backgrounds and their families the education, medical care, and social services they need. The program also offers nutritional meals, and educational services for children with specific disabilities. Ten percent of Headstart enrollment is set aside for such children. Those eligible are children ages three to five from low income families and children with disabilities of the same age who may or may not be from low income families.

FURTHER INFORMATION: Contact your local school or school district office.

### EASTER SEAL SOCIETY

The Easter Seal Society provides a number of services to people with disabilities. It promotes accessibility for persons with disabilities to private and public buildings. It provides financial assistance to send people with disabilities to camps. It provides financial assistance to individuals not covered by Medi-Cal for medication, injections, etc. It provides information and referral to any person with disabilities in the community in need of services. In some cases it has medical equipment for loan. It helps finance transportation to medical centers throughout the state for people with disabilities.

FURTHER INFORMATION:

Easter Seal Society
245 Calaveras
Fresno, California 93701

## DDS - CALIFORNIA STATE DEPT. OF DEVELOPMENTAL SERVICES

The Department of Development Services (DDS) provides services for infants, youth, and adults who are developmentally disabled. DDS contracts with 21 private nonprofit Regional Centers. These centers vendorize activity programs for clients who are more severely developmentally disabled and who are not eligible for Habilitation Services through the Department of Rehabilitation. The activity programs provide for development of community, integrated work, and recreation/leisure skills. Current emphasis in these programs is to provide optimum level of training in community work settings.

Explanation: "Developmental disability" means a disability that is attributable to mental retardation, cerebral palsy, epilepsy, autism, and other conditions similar to mental retardation that require treatment similar to that required by mentally retarded individuals. The developmental disability shall originate before age 18, be likely to continue indefinitely, and constitute a substantial disability for the individual.

### REGIONAL CENTERS

These are "fixed points of contact in the community for people with developmental disabilities and their families, to the end that such people may have access to the facilities and services best suited to them throughout their lifetime." Specific activity programs include Adult Development Centers (ADC) and Day Training Centers (DTAC).

Individual Program Plans (IPPs) are developed and designed to meet the basic habilitation needs of Regional Center clients and might include some of the following services:

*Vocational planning
*Speech therapy
*Day care
*Behavior modification programs
*Sensory-motor training
*Summer camp
*Periodic respite for the family
*State hospitalization
*Specialized medical care
*Transportation
*Integrated Work
*Integrated Life

### FURTHER INFORMATION:

California State Dept. of Developmental Services
Regional Center Section
1600 Ninth Street
Sacramento, California 95814

# *INSTRUCTIONAL STRATEGIES*

## ITP - INDIVIDUAL TRANSITION PLAN

This is planning with successful transition as its goal. It is accomplished with the help of an ITP team. This team reviews appropriate records, selects transition issues, develops goals, records actions, lists those responsible for actions, and writes time lines for those actions. The national Transitional initiative resulted from PL98-199 (1983)

Among the transition issues considered are: work options, work training, income-related issues, requirements for services, residential options, recreational options, social relationships, and independence training.

FURTHER INFORMATION:

Education Transition Center
650 University Avenue, #200
Sacramento, California 95825

## ICSM - INDIVIDUALIZED CRITICAL SKILLS MODEL

The ICSM is a systematic instructional process for educating students with severe disabilities. It emphasizes the development, implementation, and evaluation of community based, integrated educational services. ICSM focuses on collaboration among parents, educators, and other agencies such as regional center and rehabilitation personnel, caregivers, and employers.

ICSM career vocational training is based on a broad definition of assessment and training encompassing:

*the determination of present and future vocational opportunities,
*analysis of available training and job sites,
*assessment of student and caregiver career preferences,
*assessment of the student's work and work-related environments, and
*formation of instructional objectives to better prepare students for work in a least restrictive vocational environment in the future.

FURTHER INFORMATION: Contact your local school's special education department, your school district office, or the California State Department of Education, Special Education Division, 721 Capitol Mall, Sacramento, CA 95814.

## LCCE - LIFE CENTERED CAREER EDUCATION

The LCCE Transition Model is coordinated by special educators until age 21 and by vocational rehabilitation counselors from age 21 up. There are three major instructional components: basic academic skills, life-centered career education skills, and four stages of career development (awareness, exploration, preparation, and placement/follow-up/ continuing education).

LCCE is based on several propositions. Some of these are:

1. The development of a work personality begins shortly after birth and matures sufficiently only if provided with early and adequate reinforces in the environment.
2. One's career is more than an occupation. It also includes the important unpaid work that one engages in at home and in the community.
3. There are four sequential stages of career development.
4. There are four domains of instruction: academic, daily living, personal/social, and occupational.
5. Career education can be infused into most subject areas.
6. Successful transition requires active partnerships among schools, parents, business and industry, and community agencies.
7. Hands-on experiential learning is important.
8. Mainstreaming is critical.
9. Cooperative learning environments are more successful than competitive and individualistic environments in helping learners with disabilities.
10. Vocational assessment is an important component of successful transitional planning.

FURTHER INFORMATION: Brolin, D. (Ed.). (1978, 1983). *LCCE, A Competency Based Approach.* Reston, VA: The Council for Exceptional Children.

## IE - INSTRUMENTAL ENRICHMENT
## and
## MLE - MEDIATED LEARNING EXPERIENCES

IE and MLE are terms from the work and writings of Israeli psychologist Reuven Feuerstein. His ideas about the nature of intelligence and the awakening of dormant mental powers are being adopted in many classrooms around the world. He believes that "subnormal intelligence" can be improved. IE is a program consisting of instruments said to overcome cognitive deficiencies. They are administered to students between the ages of 10 and 18 over a period of years. Feuerstein believes that retarded performance is largely due to cognitive deficiencies and that these result from a lack of what he calls mediated learning experiences (MLE). In a mediated learning experience, a more knowledgeable person intervenes between the learner and the environment. The mediator "transforms, reorders, organizes, groups, and frames the stimuli in the direction of some specifically intended goal or purpose." Virtually any experience is mediated when someone intervenes in order to clarify it.

According to the theory, too few mediated experiences results in poor thinking skills, which in turn reduce the individual's ability to learn from further direct experiences. The retarded performer's low IQ is therefore an accurate reflection of a current level of functioning, although not necessarily of capacity.

FURTHER INFORMATION: "The Remedial Thinker," Psychology Today, Oct. 1981. Reprint No. 50348.

## COOPERATIVE LEARNING

Cooperative Learning is a set of teaching strategies for using student teams in the classroom. These well researched strategies involve teaching students both the academic and social skills that they will need to be successful on the job.

FURTHER INFORMATION: Johnson, David, and Johnson, Roger, *Learning Together and Alone: Cooperation, Competition, and Individualization*, Prentice Hall 1975

## CURRICULUM MODIFICATION

Curriculum modifications are changes made to accommodate special needs students in classrooms or programs. A textbook with extra-large print would be a modification to accommodate a student with a vision problem. Many other types of modifications can be made so that students with special needs can remain in regular classes and programs.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## CCET - COMPREHENSIVE CURRICULUM EMPHASIZING TRANSITION

A curriculum and instructional materials guide designed to support training of transition related skills appropriate for students with mild disabilities from pre-school through grade 12. The "Transition Curriculum" includes:

* Philosophy statement regarding transition curriculum
* Scope and sequence based on California Curriculum Framework categories
* Format for linkage of transition curriculum with core curriculumn
* Extensive collection of IEP goals and objectives identified by transition categories (foundation, process and culmination)
* Instructional materials referenced to specific goals and objectives
* Computer diskettes containing the goals and objectives with software (Apple-Appleworks and IBM-D Base III generated) to assist in bringing IEP goals and objectives

The guide was developed for the Education Transition Center of the California State Department of Education by the Office of the Merced County Superintendent of Schools, during 1987.

FURTHER INFORMATION:

Lee Andersen, Coordinator
Special Education Local Plan Area
Office of the Merced Co. Supt. of Schools
632 W. 13th Street
Merced, California 95340

## PEER TUTORING

This is a learning/teaching strategy using students to teach students that has been very successful in some settings. It is based on the idea that peers can often communicate information to one another well. More advanced students can help those who are less advanced to master vocational and other material.

FURTHER INFORMATION: Contact your local school or school district office.

## INTERACTIVE VIDEO

These innovative programs are joining the capabilities of computers and video technology for the benefit of students including those with disabilities.

FURTHER INFORMATION:
Carroll Bravo
(916) 445-8882

# Secondary
# (9th through 12th Grade)

## *PROGRAMS AND SERVICES*

### *LEAs - Local Educational Agencies*

These public schools and agencies carry out our state's mandate to provide quality, free, public education to all our young people. Many programs are aimed specifically at special education, disadvantaged, and "at risk" students.

FURTHER INFORMATION: Contact your local school or school district office.

**CORE CURRICULUM**

Core curriculum refers to the major subject areas that are taught to California students. Core curriculum subjects include English and language arts, mathematics, physical education, visual and performing arts, history and social science, and science/health.

FURTHER INFORMATION: Contact your local school or school district office.

**CAREER EDUCATION**

These are programs to assist students or individuals in planning lifelong careers or occupations. They include units in career awareness in the early grades and career exploration and planning in later grades.

FURTHER INFORMATION: Contact your local school or school district office.

## VOCATIONAL ASSESSMENT/GUIDANCE AND COUNSELING

### CALIFORNIA STATE MODEL FOR VOCATIONAL ASSESSMENT

This model is described as a comprehensive evaluation process, consisting of a variety of formal and informal vocational assessment procedures, whose purpose is the generation of information that is useful in vocational program planning and career guidance activities. Utilization of assessment information should lead to enrollment and/or placement of students in job training or jobs whose characteristics and requirements are appropriately matched to students' vocational preferences, skill levels, and needs.

Goals of this model are to:

1. *Identify* personal-social traits and needs, basic work aptitudes, and job specific skills.
2. *Compare* current competencies and skill levels with vocational program requirements.
3. *Recommend* appropriate vocational program options, based on assessment results, so that students' skill levels and needs match vocational program or job requirements.

FURTHER INFORMATION: *A Vocational Assessment Model for Students Served by Educational and Job Training Agencies: Training Manual,* Work Group on Vocational Assessment, California State Dept. of Education, Special Programs Branch.

## VOCATIONAL EDUCATION

These are programs which train individuals for entry-level jobs. Vocational education programs provide training in many occupational areas including trade and technical, business, agriculture, home economics, health, and sales.

FURTHER INFORMATION: Contact your local school or school district office.

## CONSUMER AND HOMEMAKING EDUCATION

These are home economics programs dealing with important aspects of home and everyday life. These programs encompass such areas as life management skills, consumer skills, food service and nutrition, clothing and textiles, housing and home furnishing, family life, and child development. Vocational possibilities in all of these areas are also included.

FURTHER INFORMATION: Contact your local school or school district office.

## PHYSICAL EDUCATION

Recognizing the importance of exercise and recreation to a healthy mind and body, our schools include many kinds of physical education opportunities. These include sports, exercises, and competition for people of many differing abilities and skills.

FURTHER INFORMATION: Contact your local school or school district office.

## FAMILY LIFE EDUCATION

Courses in family life are designed to increase students' insight into important matters of everyday living. Information about family life, family planning, money matters, etc. are taught in these classes.

FURTHER INFORMATION: Contact your local school or school district office.

## DRIVER'S EDUCATION

These programs are designed to teach and support students as they prepare to become responsible and competent drivers. Students are made aware of the many traffic situations and driving conditions they may encounter. Courses emphasize how drivers' physical and emotional conditions can effect their driving performance. Courses also attempt to familiarize students with our state's vehicle code laws.

FURTHER INFORMATION: Contact your local school or school district office.

## ALCOHOL/DRUG ABUSE EDUCATION

School substance abuse courses attempt to give students an understanding of the effects of various drugs and the social, psychological, and physical problems associated with their use. Students may also receive information about sources of help for those with substance abuse problems. These courses promote life adjustments free of substance abuse.

FURTHER INFORMATION: Contact your local school or school district office.

## STUDENT STUDY TEAMS

All schools have a procedure for reviewing student problems and planning alternative ways to help students in the regular classroom. This type of planning is done for most students. A decision is made to refer students for special education or for remediation in their general education course work. The Student Study Team or similar group is responsible for such planning at each school.

The membership of the Student Study Team may change from school to school, but the team will include regular education teachers as well as the teacher of the student being referred. Other school specialists may attend the meeting, and parents of the student being referred may attend as well.

When a referral is received by the school, the Student Study Team meets to discuss the needs of the student. The team will consider what has already been done to help, and then offer suggestions and recommendations. After the meeting, the team will follow the student's progress for an agreed upon length of time to determine whether or not the recommendations are helping. If the student continues to have difficulties, a referral to special education may be made.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## PROJECT WORKABILITY

WorkAbility is a comprehensive employment preparation program which enables secondary and post-secondary students with disabilities to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, parents, educators, and community agency support personnel in the planning, training, and placement of these students.

WorkAbility emphasizes interagency services, employment competencies, and competency-based training leading to employment.

WorkAbility I deals with secondary school students and WorkAbility II deals with post-secondary individuals.

FURTHER INFORMATION:

WorkAbility
Education Transition Center
650 University Avenue, #200
Sacramento, California 95825

## ROP/C - REGIONAL OCCUPATIONAL PROGRAMS/CENTERS

In these programs and at these centers, students come together for specialized training to prepare them for the world of work. Some training takes place on high school campuses and at centers. Some classes allow students to train at least part of the time in local businesses and agencies where they can receive realistic work experience and where a connection may be made with a job. ROP classes are taught by teachers with experience in the real world of work. Instruction emphasizes those skills which are necessary at the work place.

FURTHER INFORMATION:

Chris Almeida
Program Manager, Industrial Technology Education
California Department of Education
(916) 445-6726

## WORK EXPERIENCE EDUCATION

The three types of Work Experience Education are:

1. Vocational Work Experience Education. This has as its purpose the reinforcement and extension of vocational learning opportunities for students through a combination of related classroom instruction and supervised paid employment in the occupation for which their vocational course in school prepares them.

2. General Work Experience Education. This is an instructional course which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience students acquire general and specific occupational skills through a combination of supervised paid employment in an occupational field and related classroom instruction in Work Experience Education.

3. Exploratory Work Experience Education. This is nonpaid and has as its purpose the vocational guidance of the students by affording them opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation. The employer or work station supervisor may but shall not be required to teach production or other job skills to the Exploratory Work Experience student. The length of exploratory assignments may vary, depending on the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classificiation.

FURTHER INFORMATION: Contact your local school or school district office.

## *Special Programs (Examples)*

### BILINGUAL EDUCATION

Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the Limited English Proficient (LEP) pupils. The principle goal of this option is to increase the English language proficiency and academic achievement of the LEP students. Each student must receive daily English language development. Students must also receive daily primary language instruction in mathematics and language arts, including reading and writing appropriate to the pupil's developmental level.

FURTHER INFORMATION:

California State Dept. of Education
Bilingual Education Office
(916) 445-2872

### MIGRANT EDUCATION

This is a plan for the education of migrant children in California. It offers a variety of supplemental services to the children of migratory agricultural workers.

Because the typical migrant student changes schools from one to three times each year, and since a substantial number of attendance days are lost each year because of these moves, the migrant student's education suffers drastically. Add to this the fact that a great percentage of migrant students in California are confronted with a language barrier, and it becomes obvious that the children of migratory agricultural workers are among the most educationally disadvantaged children in our schools today.

To compensate for these deficiencies, the basic aim of the instructional program is to supplement the migrant student's regular education with individual and small group instruction in areas of specific need. Many of the programs focus on the teaching of English as a second language, language development, and math.

The program's ultimate goal is to provide all migrant students the kind of education that will give them marketable skills, an understanding of the political processes, a sense of pride in their heritage, a sense of self-worth, and an ability to survive and thrive in whatever work they choose for their future.

Health, community, parent involvement, and student tracking programs are also part of the migrant education program.

FURTHER INFORMATION:

California Department of Education
Migrant Education Section
721 Capitol Mall, Third Floor
Sacramento, California 95814

## MAINSTREAMING:

The Education for all Handicapped Children Act, known also as Public Law 94-142, provides the legal basis for providing educational services in the least restrictive setting. "Mainstreaming" is the popular term for providing education for children with disabilities in the least restrictive environment, that is, educating children with disabilities as closely as possible to their peers. The decision to place a child with disabilities in a regular class for all or part of the school day will depend on the unique characteristics and educational needs of the individual child.

FURTHER INFORMATION: Parks, A. Lee, and Rousseau, Marilyn, *The Public Law Supporting Mainstreaming*, Learning Concepts, Austin, Texas.

## SB 65 - SCHOOL BASED PUPIL MOTIVATION AND MAINTENANCE PROGRAM AND DROPOUT RECOVERY ACT

It is the intent of this state legislation to increase the student holding power of schools through the effective coordination and promotion of existing programs. Dropout recovery programs are also included in this legislation. Included in the act are the following:

- *Staff development
- *Provision for utilization of the Student Study Team process
- *Procedures for coordinating services from funding sources at the school level to assist pupils to participate successfully in the core academic curricula and specialized curricula related to job and career opportunities.
- *Instructional and auxiliary services to meet the special needs of pupils identified as being at risk of not succeeding in the regular school program or dropping out of school, non-English speaking or limited English speaking pupils, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.
- *At the elementary school level, provisions for early identification and intervention to address learning problems.
- *An emphasis on literacy and basic skills development
- *An emphasis on curriculum content and teaching strategies that are relevant to job or career opportunities.

FURTHER INFORMATION: *California Laws Relating to Minors*, Harcourt Brace Jovanovich, Legal and Professional Publications, Inc., 1986.

## OUTREACH CONSULTANTS

These consultants are knowledgeable of local alternative educational programs, local agencies available to assist in the physical or psychological remediation of pupils, local school options leading to employment, and techniques to enhance personal development. They must be capable of supervising, instructing, conducting negotiations with, and advising pupils and adults.

## ALTERNATIVE EDUCATION/WORK CENTERS FOR DROPOUTS

These may be established at a continuation high school or adult school, or the district may contract with a private, non-profit, community based organization to provide the center. An alternative education or work center does all of the following:

- *Teaches basic skills
- *Operates on a clinical, client-centered basis, including diagnosis of educational abilities, determination and setting of individual goals, prescribing and providing of individual courses of instruction, and evaluating each pupil's progress in his or her education program
- *Combines classroom instruction and on-the-job training
- *Provides instruction in basic work values and specific vocational skills that reflect labor market demand
- *Forms a strong partnership with labor, business, and industry
- *Provides career counseling and placement services

## EDUCATIONAL CLINICS

Educational Clinics are public or private nonsectarian educational institutions that serve dropouts exclusively and are certified by the Superintendent of Public Instruction. These clinics do the following:

- *Recruit or receive referrals of high school dropouts
- *Provide instruction in basic academic skills with emphasis on motivation, and provide employment or reentry orientation
- *Operate on a clinical, client-centered basis
- *Utilize professionally trained, certificated personnel
- *Return each pupil to public school, place pupils in a program to obtain high school equivalency or in a public or private vocational program, assist the pupil in enlisting in the military or any other service program, or assist the pupil in entering a program of post-secondary education.

FURTHER INFORMATION: *California Laws Relating to Minors*, Harcourt Brace Jovanovich, Legal and Professional Publications, Inc. 1986

California State Department of Education
Youth Alternative and Adult Education Services Division
721 Capitol Mall
Sacramento, CA 95814

## PARTNERSHIP ACADEMIES

Academies are built on school-business partnerships. Public funds are matched by business. Academies provide training that meets the needs of companies. This ensures that students have a marketable skill when they graduate. Academies involve a mixture of academic and technical preparation.

Students take a full complement of academic subjects and graduate with a regular high school diploma. The work is tied to technical preparation, including both hands-on and "lab" classes in school, and work experience positions in companies.

Participants have "reasonable potential" as measured by tests or counselor appraisal, but strong motivational shortcomings, as seen in spotty attendance, poor grades, and lower than average earned credits. These are all indications of being at risk of dropping out of school.

The program then proceeds to offer these students a three-year sequence of classes and activities that address these motivational problems. It begins in the tenth grade, with intensive classroom work, made meaningful through the hands-on lab work and use of examples in the academic subjects related to the field of training. In the eleventh grade, a student is matched to a "mentor," a company volunteer who serves as a career-related big brother or sister. A summer job related to the training is provided at the end of the eleventh grade, and again during the spring semester of the twelfth grade, while the classroom work continues.

In some localities the program has resulted in clear gains in attendance, proficiency scores, retention and graduation rates, and post-graduate education and employment rates.

FURTHER INFORMATION:

Robert Rowe, Administrative Education Consultant
High Risk Youth Unit
Youth and Adult Alternative Educational Services Division
California State Dept. of Education
721 Capitol Mall
Sacramento, California 95814

## *SELPA - Special Education Local Plan Area*

Special Education Local Plan Areas (SELPAs) are defined in the California Education Code as geographic areas identified by the boundaries of one school district, two or more districts, or a combination of districts and one or more county office which operate special education programs under one state-approved local plan. The local plan specifies governance structure, responsibilities for educating individuals with exceptional needs, and designations of a responsible local administrative agency (usually referred to as SELPA ). In most cases the SELPA receives and distributes regionalized services funds, provides administrative support, and coordinates services under the local plan. Regionalized services and coordination functions address:

1. Identification and assessment of students
2. Safeguards for parents' and students' rights
3. Staff training
4. Curriculum development
5. Program review and evaluation
6. Data collection and reporting
7. Interagency cooperation
8. Services to students in medical facilities, licensed childrens' institutions and foster homes
9. Community advisory committees
10. Transportation
11. Career education and vocational training

SELPAs are organized and empowered by the California Education Code to ensure the availability of special education services to students with disabilities. Within legal requirements and a basic size and scope requirement focused on the availability of wide range of services within each local plan area, district and county offices are free to determine organizational membership, responsibilities, and service delivery patterns to best meet the needs of their individual student populations.

FURTHER INFORMATION: Contact the special education department of your local school or your school district office.

## SPECIAL DAY CLASS

These classes are designed to meet the needs of students who require more than DIS (Designated Instruction and Services) or Resource Specialist services. Most students remain in special classes for most of the school day. There are many special day classes for students with disabilities including those for: learning disabilities, orthopedic disabilities, serious emotional disabilities, hearing disabilities, severe language disabilities, severe and moderate disabilities and early childhood special education programs.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## RESOURCE SPECIALIST

The Resource Specialist Program provides supportive special education in combination with other services and regular classroom instruction for pre-school through twelfth grade students with learning difficulties. Students placed in a Resource Specialist program require special education services for less than half of the school day.

The Resource Specialist program emphasizes individualized instruction and support for regular classroom learning in academic and vocational skills. The program takes into account social, physical, and emotional factors which influence learning.

FURTHER INFORMATION: Contact your local school's special education department or or school district office.

## DIS - DESIGNATED INSTRUCTION AND SERVICES

DIS services are given in addition to a regular special education program. Examples of DIS are speech and language therapy, physical/occupational therapy, vision impaired help, and hearing impaired help. These services may also include counseling and guidance, parent counseling and training, specially designed vocational education and career development, and recreation services.

Designated Instruction and Services, as specified in the IEP (Individualized Education Plan), are to be available when they are necessary for the pupil to benefit from the educational program.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

# *Extracurricular Clubs and Recreation*

## YMCA / YWCA

### YOUNG MEN'S CHRISTIAN ASSOCIATION
### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The YMCA and YWCA provide educational, social, recreational, health, and physical education programs to men, women, and children. Personal and family counseling may be available. Activities for persons with disabilities are available in some localities.

FURTHER INFORMATION: Contact your local office of the YMCA or YWCA.

## BOY SCOUTS AND GIRL SCOUTS OF AMERICA

The Boy Scouts and Girl Scouts are national organizations serving the needs of young people. They offer programs in leadership, education, recreation, community service, and personal development. Participants with disabilities are included in many BSA and GSA activities.

FURTHER INFORMATION: Contact your local Boy Scout and Girl Scout organizations.

## 4H CLUBS

4H emphasizes development and education in an out-of-school setting. Activities are conducted by volunteers and adult leaders. Projects include agriculture, home economics, plants, and special development.

FURTHER INFORMATION: Contact your local 4H chapter.

## CITY AND COUNTY RECREATION DEPARTMENTS

Parks and recreation departments provide a number of recreational and leisure programs for adults, youth, senior citizens, and people with disabilities. These agencies maintain systems of public parks and spaces. Adaptive Leisure Services are often available for persons with disabilities. Programs include social clubs, sports, special interest classes, outdoor recreation, and special expeditions. In various areas, recreation departments might offer such options as: beaches, campgrounds, hiking, fishing, cycling, horseback riding, rafting, nature study, ball diamonds, playground equipment, picnicking, etc.

FURTHER INFORMATION: Contact the city or county recreation department in your area.

## VSO - VOCATIONAL STUDENT ORGANIZATIONS

These are national associations which have been established to aid vocational students in a number of areas. Many activities are planned and carried out by these organizations for the benefit of the students and to encourage others to consider entering this occupation. Some of these organizations are: FBLA (Future Business Leaders of America), DECA (Distributive Education Clubs of America), FFA (Future Farmers of America), and VICA (Vocational Industrial Clubs of America).

FURTHER INFORMATION: Contact your local high school principal or vocational education teacher.

## *Agencies/Programs*

### DDS - CALIFORNIA STATE DEPT. OF DEVELOPMENTAL SERVICES

The Department of Development Services (DDS) provides services for infants, youth, and adults who are developmentally disabled. DDS contracts with 21 private nonprofit Regional Centers. These centers vendorize activity programs for clients who are more severely developmentally disabled and who are not eligible for Habilitation Services through the Department of Rehabilitation. The activity programs provide for development of community, integrated work, and recreation/leisure skills. Current emphasis in these programs is to provide optimum level of training in community work settings.

Explanation: "Developmental disability" means a disability that is attributable to mental retardation, cerebral palsy, epilepsy, autism, and other conditions similar to mental retardation that require treatment similar to that required by mentally retarded individuals. The developmental disability shall originate before age 18, be likely to continue indefinitely, and constitute a substantial disability for the individual.

REGIONAL CENTERS

These are "fixed points of contact in the community for people with developmental disabilities and their families, to the end that such people may have access to the facilities and services best suited to them throughout their lifetime." Specific activity programs include Adult Development Centers (ADC) and Day Training Centers (DTAC).

Individual Program Plans (IPPs) are developed and designed to meet the basic habilitation needs of Regional Center clients and might include some of the following services:

*Vocational planning
*Speech therapy
*Day care
*Behavior modification programs
*Sensory-motor training
*Summer camp
*Periodic respite for the family
*State hospitalization
*Specialized medical care
*Transportation
*Integrated Work
*Integrated Life

FURTHER INFORMATION:

California State Dept. of Developmental Services
Regional Center Section
1600 Ninth Street
Sacramento, California 95814

## EDD - EMPLOYMENT DEVELOPMENT DEPARTMENT

The EDD is a state agency providing a number of services relating to employment and unemployment. EDD has a job service which matches job orders from local employers with qualified applicants. EDD's job information service provides information on employment opportunities. EDD also provides job search workshops where participants can sharpen their job seeking skills. Unemployment benefits are coordinated through the EDD for people who are unemployed or partially employed.

*TJTC - The Targeted Jobs Tax Credit.* The intent of federal and state TJTC laws is to encourage private employers to add to their work force, and qualify for tax credits by hiring "targeted" economically disadvantaged persons and/or people with disabilities.

Rationale: When hired, these individuals who traditionally have the hardest time finding jobs, join the ranks of the employed and bring with them the desire to do the job. They no longer require public assistance funds, and they have the opportunity to become financially self-sufficient and tax paying citizens. The employer has the opportunity to train and teach eager employees, many of whom may already have skills, work experience, and other qualifications.

The amount of the tax credit is 40% of the first $6,000 in wages paid. The employer is required to retain the employee on the payroll for 90 days or 120 hours (14 days or 20 hours for Qualified Summer Youth).

FURTHER INFORMATION: Contact your local EDD office which is listed in the white pages of the telephone book under "California, State of).

## CALIFORNIA STATE DEPARTMENT OF REHABILITATION

The general purpose of this agency is to develop and implement, through research, training, and services, and the guarantee of equal opportunity, comprehensive and coordinated programs of vocational rehabilitation and independent living. The Department of Rehabilitation provides services to individuals eligible for vocational rehabilitation services. These people have physical or mental disabilities which result in substantial handicaps to employment.

Some of the services offered are: diagnostic services; physical restoration; rehabilitation training; books and training supplies; supplemental allowance; tools, equipment, initial stock and supplies; transportation allowances; placement; management and supervisory services for those placed in small business enterprises; occupational licenses; reader services for the blind; post employment services; services to family members; interpreter services for the deaf; and other services as required.

Services become available during secondary school.

FURTHER INFORMATION: Contact the California State Department of Rehabilitation office in your area.

## VERS - VOCATIONAL EDUCATION RESOURCE SYSTEM

This is a comprehensive technical assistance and information referral system to help vocational educators identify resource persons, exemplary programs, and materials. The purpose of VERS is to assist vocational educators, counselors, and administrators integrate, disadvanteaged, limited English proficient, migrant students, and students with disabilities into regular vocational education programs.

FURTHER INFORMATION:

VERS - Vocational Education Resource System
Sonoma State University
California Institute on Human Services
Rohnert Park, California 94928

## JTPA - JOB TRAINING PARTNERSHIP ACT

The general purpose of JTPA is to provide job training and employment opportunities to economically disadvantaged, unemployed or underemployed people; to increase earned income, and maximize employment opportunities and self-sufficiency through the establishment of a flexible coordinated and decentralized system of programs. Job training funds are received by the state and disbursed through private industry councils (PICs) in service delivery areas (SDAs). These private industry councils review job market information and select and establish training programs for targeted youth and adults.

People with disabilities may receive the same job training services offered to any eligible participant.

JTPA training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and retraining, job search assistance, and job placement.

A program focus is to increase the role of private business and industry in the training and employment of youth with disabilities. This partnership bridges the public and private sectors.

*Exemplary Youth Programs.* This federally funded job training plan may provide for an "education for employment program" for youths, 14-21 years old, who are economically disadvantaged and/or have disabilities, who have not attained a high school diploma or who have educational deficiencies despite the attainment of a diploma, with priority given to high school dropouts.

*Pre-employment skills training program.* This program may include the following:
1. Vocational assessment and counseling
2. Vocational exploration
3. Job search assistance
4. Job seeking and keeping skills

(Continued on next page . . .)

5. Basic life skills
6. Remedial education
7. Transportation, child care, tools, uniforms

*EEE - Entry Employment Experience.* Public or private on-the-job training, may be up to 20 hours weekly during the school year or full time during summer or holidays.

*SYETP - Summer Youth Employment Training Program.* This is a summer work experience program with paid training provided in public sector sites for economically disadvantaged/handicapped youth, 14-21 years old.

In addition to training, the following services and activities may be offered:

1. Basic/remedial education
2. Employment counseling
3. Employability assessment
4. Job referral/placement
5. Occupational training
6. Job club
7. Transportation, child care, tools, uniforms

FURTHER INFORMATION:

California State Dept. of Education
Career/Vocational Preparation Division
721 Capitol Mall
Sacramento, California 95814

**EASTER SEAL SOCIETY**

The Easter Seal Society provides a number of services to people with disabilities. It promotes accessibility for persons with disabilities to private and public buildings. It provides financial assistance to send people with disabilities to camps. It provides financial assistance to individuals not covered by Medi-Cal for medication, injections, etc. It provides information and referral to any person with disabilities in the community in need of services. In some cases it has medical equipment for loan. It helps finance transportation to medical centers throughout the state for people with disabilities.

FURTHER INFORMATION:

Easter Seal Society
245 Calaveras
Fresno, California 93701

# *INSTRUCTIONAL STRATEGIES*

**PEER TUTORING**

This is a learning/teaching strategy using students to teach students that has been very successful in some settings. It is based on the idea that peers can often communicate information to one another well. More advanced students can help those who are less advanced to master vocational and other material.

FURTHER INFORMATION: Contact your local school or school district office.

**INTERACTIVE VIDEO**

These innovative programs are joining the capabilities of computers and video technology for the benefit of students including those with disabilities.

FURTHER INFORMATION:

Carroll Bravo
(916) 445-8882

**COOPERATIVE LEARNING**

Cooperative Learning is a set of teaching strategies for using student teams in the classroom. These well researched strategies involve teaching students both the academic and social skills that they will need to be successful on the job.

FURTHER INFORMATION: Johnson, David, and Johnson, Roger, *Learning Together and Alone: Cooperation, Competition, and Individualization,* Prentice Hall, 1975

## CURRICULUM MODIFICATION

Curriculum modifications are changes made to accommodate special needs students in classrooms or programs. A textbook with extra-large print would be a modification to accommodate a student with a vision problem. Many other types of modifications can be made so that students with special needs can remain in regular classes and programs.

FURTHER INFORMATION: Contact your local school's special education department or your school district office.

## ITP - INDIVIDUAL TRANSITION PLAN

This is planning with successful transition as its goal. It is accomplished with the help of an ITP team. This team reviews appropriate records, selects transition issues, develops goals, records actions, lists those responsible for actions, and writes time lines for those actions. The national Transition initiative resulted from PL98-199 (1983).

Among the transition issues considered are: work options, work training, income-related issues, requirements for services, residential options, recreational options, social relationships, and independence training.

FURTHER INFORMATION:

Education Transition Center
650 University Avenue, #200
Sacramento, California 95825

## COMMUNITY BASED PROGRAMMING

These are programs in which students are placed in community work sites where they can learn and gain experience in a realistic setting. Students who work in community sites also have the opportunity to meet others working in that field and owners and managers who are in a position to hire them following their training.

FURTHER INFORMATION: Contact your vocational education teacher or school principal.

## SIM - STRATEGIES INTERVENTION MODEL

This model for secondary students is said to be an alternative to most programming prevalent in secondary resource specialist programs operating today. This approach teaches students how to learn and solve problems independently, how to generate learning strategies, and attempts to transform the student from a passive recipient of information to an active generator of ideas and information.

The goal of SIM is to enable adolescents and young adults with learning disabilities to learn the skills and information they need to become independent, socially skilled individuals, capable of making a successful transition from high school to what appropriately follows for each of them.

The program, developed by Donald Deschler and Jean Schumaker, of Kansas University Institute of Research in Learning Disabilities, includes both a curriculum and a methodology. They were developed based on research and an analysis of: the skill and behavior expectations in the secondary schools and early adult life; the skills and approaches to learning exhibited by secondary learning-disabled students; those skills that contribute to success for the "good" learner; and the programs offered at the secondary level.

The curriculum is made up of several strands including: task specific learning strategies that lead to executive strategies, social skills, motivational strategies, and transitional strategies.

FURTHER INFORMATION:

Institute for Research in Learning Disabilities
Kansas University
Lawrence, Kansas

## ICSM - INDIVIDUALIZED CRITICAL SKILLS MODEL

The ICSM is a systematic instructional process for educating students with severe disabilities. It emphasizes the development, implementation, and evaluation of community based, integrated educational services. ICSM focuses on collaboration among parents, educators, and other agencies such as regional center and rehabilitation personnel, caregivers, and employers.

ICSM career vocational training is based on a broad definition of assessment and training encompassing:

* the determination of present and future vocational opportunities,
* analysis of available training and job sites,
* assessment of student and caregiver career preferences,
* assessment of the student's work and work-related environments, and
* formation of instructional objectives to better prepare students for work in a least restrictive vocational environment in the future.

FURTHER INFORMATION: Contact your local school's special education department, your school district office, or the California State Department of Education, Special Education Division, 721 Capitol Mall, Sacramento, CA 95814.

## LCCE - LIFE CENTERED CAREER EDUCATION

The LCCE Transition Model is coordinated by special educators until age 21 and by vocational rehabilitation counselors from age 21 up. There are three major instructional components: basic academic skills, life-centered career education skills, and four stages of career development (awareness, exploration, preparation, and placement/follow-up/ continuing education).

LCCE is based on several propositions. Some of these are:

1. The development of a work personality begins shortly after birth and matures sufficiently only if provided with early and adequate reinforces in the environment.
2. One's career is more than an occupation. It also includes the important unpaid work that one engages in at home and in the community.
3. There are four sequential stages of career development.
4. There are four domains of instruction: academic, daily living, personal/social, and occupational.
5. Career education can be infused into most subject areas.
6. Successful transition requires active partnerships among schools, parents, business and industry, and community agencies.
7. Hands-on experiential learning is important.
8. Mainstreaming is critical.
9. Cooperative learning environments are more successful than competitive and individualistic environments in helping learners with disabilities.
10. Vocational assessment is an important component of successful transitional planning.

FURTHER INFORMATION: Brolin, D. (Ed.) (1978, 1983). *LCCE, A Competency Based Approach.* Reston, VA: The Council for Exceptional Children.

## CCET - COMPREHENSIVE CURRICULUM EMPHASIZING TRANSITION

A curriculum and instructional materials guide designed to support training of transition related skills appropriate for students with mild disabilities from pre-school through grade 12. The "Transition Curriculum" includes:

* Philosophy statement regarding transition curriculum
* Scope and sequence based on California Curriculum Framework categories
* Format for linkage of transition curriculum with core curriculum
* Extensive collection of IEP goals and objectives identified by transition categories (foundation, process and culmination)
* Instructional materials referenced to specific goals and objectives
* Computer diskettes containing the goals and objectives with software (Apple-Appleworks and IBM-D Base III generated) to assist in bringing IEP goals and objectives

The guide was developed for the Education Transition Center of the California State Department of Education by the Office of the Merced County Superintendent of Schools, during 1987.

FURTHER INFORMATION:

Lee Andersen, Coordinator
Special Education Local Plan Area
Office of the Merced Co. Supt. of Schools
632 W. 13th Street
Merced, California 95340

## IE - INSTRUMENTAL ENRICHMENT
## MLE - MEDIATED LEARNING EXPERIENCES

IE and MLE are terms from the work and writings of Israeli psychologist Reuven Feuerstein. His ideas about the nature of intelligence and the awakening of dormant mental powers are being adopted in many classrooms around the world. He believes that "subnormal intelligence" can be improved. IE is a program consisting of instruments said to overcome cognitive deficiencies. They are administered to students between the ages of 10 and 18 over a period of years. Feuerstein believes that retarded performance is largely due to cognitive deficiencies and that these result from a lack of what he calls mediated learning experiences (MLE). In a mediated learning experience, a more knowledgeable person intervenes between the learner and the environment. The mediator "transforms, reorders, organizes, groups, and frames the stimuli in the direction of some specifically intended goal or purpose." Virtually any experience is mediated when someone intervenes in order to clarify it.

According to the theory, too few mediated experiences results in poor thinking skills, which in turn reduce the individual's ability to learn from further direct experiences. The retarded performer's low IQ is therefore an accurate reflection of a current level of functioning, although not necessarily of capacity.

FURTHER INFORMATION: "The Remedial Thinker," Psychology Today, Oct. 1981. Reprint No. 50348.

# Meaningful Employment and Quality Adult Life

## *Employment/Living Situation*

### COMPETITIVE EMPLOYMENT

Meaningful employment in the public or private sector is a goal of all transition programs. Competitive employment refers to employment that is not subsidized by any goverment program or agency.

FURTHER INFORMATION:

Education Transition Center
650 University Ave., #200
Sacramento, California 95825

### SUPPORTED AND SHELTERED EMPLOYMENT

These refer to employment options that are supported to some extent by public or private agencies.

FURTHER INFORMATION: See listing below entitled: California State Dept. of Rehabilitation

### SUPPORTED LIVING AND INTEGRATED WORK

These options refer to living and working arrangements for regional center clients with developmental disabilities.

FURTHER INFORMATION: See listing below entitled: California State of Dept. of Developmental Services.

**VOLUNTEER WORK**

Most communities have a number of opportunities for individuals to do volunteer work. Volunteer positions give individuals with varying capabilities the opportunity to work for the betterment of their communities while at the same time increasing their own job-related abilities.

FURTHER INFORMATION: Contact your local city hall, library, or newspaper.

**HOMEMAKER**

Homemaking is a satisfying option for many people. These people accomplish many types of work in home settings. They provide support services for family members. Although usually not directly paid, they make a significant economic contribution.

# *PROGRAMS AND SERVICES*

## *LEAs - Local Educational Agencies*

**POST SECONDARY EDUCATION**

Institutions of higher learning in California offer many services to enhance the lives of citizens. People who are disabled and/or disadvantaged will find a number of programs and accommodations for them.

**UNIVERSITY, COLLEGE, COMMUNITY COLLEGE**

State supported and private universities, colleges, and community colleges throughout the state offer a large variety of programs and services.

FURTHER INFORMATION: The addresses of these institutions can be found at your local library.

## ADULT EDUCATION

Based on the premise that learning is a life-long activity, California has a vast system of adult education. Adult schools offer high school diploma and GED programs as well as academics, vocational, and elective subjects.

FURTHER INFORMATION: Contact your local adult school or school district office.

## HIGH TECH CENTERS FOR THE DISABLED

The High Tech Centers for the Disabled offer a number of innovative services aimed at helping people with disabilities in their learning and their lives. Computer software capabilities are modified in ways that make the software accessible to people with various disabilities. Two main divisions in the High Tech Centers are (1) adapted computer technologies, and (2) software for cognitive rehabilitation.

Currently a number of centers are in place at community colleges. Future plans call for possible expansion into state universities and secondary schools.

FURTHER INFORMATION

Carl Brown, Supervisor
High Tech Centers for the Disabled
1109 Ninth Street
Sacramento, California 95814

## ACADEMIC EDUCATION

Post secondary educational agencies offer a multitude of academic programs. These offerings include programs leading to careers in business, law, medicine, teaching, the arts, and other professional objectives. Many people also pursue academic courses for personal enjoyment and development.

FURTHER INFORMATION: Contact your local educational agencies.

## VOCATIONAL EDUCATION

These are programs which train individuals to enter various jobs. Vocational education programs provide training in many occupational areas including trade and technical, business, agriculture, home economics, health, and sales.

FURTHER INFORMATION: Contact your local educational agencies.

## ADAPTED PHYSICAL EDUCATION

Many educational institutions offer physical education programs for people with disabilities. These programs are based on methods and equipment designed to allow people with various disabilities to get healthful exercises and participate in recreation programs.

FURTHER INFORMATION: Contact your local educational institution for further information.

## ROP/C - REGIONAL OCCUPATIONAL PROGRAMS/CENTERS

In these programs and at these centers, students come together for specialized training to prepare them for the world of work. Some training takes place on high school campuses and at centers. Some classes allow students to train at least part of the time in local businesses and agencies where they can receive realistic work experience and where a connection may be made with a job. ROP classes are taught by teachers with experience in the real world of work. Instruction emphasizes those skills which are necessary at the work place.

FURTHER INFORMATION:

Chris Almeida
Program Manager, Industrial Technology Education
California Department of Education
(916) 445-6726

BEST COPY AVAILABLE

**PROJECT WORKABILITY**

WorkAbility is a comprehensive employment preparation program which enables secondary and post-secondary students with disabilities to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, parents, educators, and community agency support personnel in the planning, training, and placement of these students.

WorkAbility emphasizes interagency services, employment competencies, and competency-based training leading to employment.

WorkAbility I deals with secondary school students and WorkAbility II deals with post-secondary individuals.

FURTHER INFORMATION:

WorkAbility
Education Transition Center
650 University Avenue, #200
Sacramento, California 95825

## *Agencies/Programs*

**CALIFORNIA STATE DEPARTMENT OF REHABILITATION**

VOCATIONAL REHABILITATION SERVICES

*Job Training and Placement.* The general purpose of these programs is to develop and implement, through research, training, and services, and the guarantee of equal opportunity, comprehensive and coordinated programs of vocational rehabilitation and independent living. The Department of Rehabilitation provides services to individuals eligible for vocational rehabilitation services. These people have physical or mental disabilities which result in substantial handicaps to employment.

Some of the services offered are: diagnostic services; physical restoration; rehabilitation training; books and training supplies; supplemental allowance; tools, equipment, initial stock and supplies; transportation allowances; placement; management and supervisory services for those placed in small business enterprises; occupational licenses; reader services for the blind; post employment services; services to family members; interpreter services for the deaf; and other services as required.

Services become available during secondary school.

FURTHER INFORMATION:Contact the California State Department of Rehabilitation office in your area.

## CALIFORNIA STATE DEPARTMENT OF REHABILITATION

### HABILITATION SERVICES

These are community based services purchased or provided for adults with developmental disabilities to prepare or maintain them at their highest level of vocational functioning, or to prepare them for referral to vocational rehabilitation services. These services are operated in cooperation with the State Dept. of Developmental Services, Regional Center System.

These services include:

*Work Activity Programs.*

1. Sheltered Workshops - these are work-oriented rehabilitation facilities with controlled working environments and individual vocational goals which utilize work experience and related services for assisting persons with disabilities to progress toward normal living and productive vocational status.

2. Work Activity Centers - these provide training in work behavior and skills needed to perform manual packaging and assembly jobs. Training is done primarily in a sheltered workshop setting. Community based training is also provided as a transition to competitive employment.

*Supported Employment.* This is substantial paid work that is integrated in the community for people with developmental disabilities whose vocational disability is so severe that they would be unable to achieve this employment without specialized services and would not be able to retain this employment without an appropriate level of on-going post employment support services. Supported employment services include:

* Supervision and training of clients
* Social skills training
* Training in certain independent living skills
* Counseling with family, care providers, and others
* Direct action to advocate on behalf of a client to resolve problems affecting the client's work adjustment
* Intervention with an employer on a number of issues

*A Work Crew* is a group of workers in the community typically containing no more than eight people with developmental disabilities who engage in paid work together on service contracts in the community.

*An Enclave* is a group typically containing no more than eight people with developmental disabilities who engage in paid work at employer sites in the community and represents a minority of the employer work force.

*Independent Living Centers* are generally residential centers where people with disabilities can learn the important skills that they need for daily living. Mobility, cooking, and shopping are some of the skills that would be taught in independent living centers.

Independent living centers and independent life training are provided by a number of agencies including the State Department of Rehabilitation, the State Department of Developmental Services, and private human service agencies.

*Individual Placement* means placing a person with a developmental disability with an employer in the community and providing specialized services which are intended to lead to employer-paid and employer-supervised employment, and which decrease as the individual adjusts to the job; and on-going postemployment services necessary for the individual to retain the job.

FURTHER INFORMATION:

Larry Dorre
California State Dept. of Rehabilitation
P. O. Box 944222
Sacramento, California 94244-2220
(916) 323-0595

**JOB CORPS**

This is a federal government sponsored job training program for low-income people ages 16 through 21. Participants receive training which lasts from six months to two years. They have the opportunity to choose among 125 job skills to learn. Some of these are carpentry, masonry, office occupations, food preparation, and electronics. Participants live at residential centers where they receive their instruction. They receive a small amount of spending money and a larger amount is put into savings for them. Many young people who complete Job Corps training get paying jobs. Of those who do not, many opt to continue their education.

FURTHER INFORMATION: Call their free information line, 1-800-JOB CORPS.

## EDD - EMPLOYMENT DEVELOPMENT DEPARTMENT

The EDD is a state agency providing a number of services relating to employment and unemployment. EDD has a job service which matches job orders from local employers with qualified applicants. EDD's job information service provides information on employment opportunities. EDD also provides job search workshops where participants can sharpen their job seeking skills. Unemployment benefits are coordinated through the EDD for people who are unemployed or partially employed.

*TJTC - The Targeted Jobs Tax Credit.* The intent of federal and state TJTC laws is to encourage private employers to add to their work force, and qualify for tax credits by hiring "targeted" economically disadvantaged persons and/or people with disabilities.

Rationale: When hired, these individuals who traditionally have the hardest time finding jobs, join the ranks of the employed and bring with them the desire to do the job. They no longer require public assistance funds, and they have the opportunity to become financially self-sufficient and tax paying citizens. The employer has the opportunity to train and teach eager employees, many of whom may already have skills, work experience, and other qualifications.

The amount of the tax credit is 40% of the first $6,000 in wages paid. The employer is required to retain the employee on the payroll for 90 days or 120 hours (14 days or 20 hours for Qualified Summer Youth).

FURTHER INFORMATION: Contact your local EDD office which is listed in the white pages of the telephone book under "California, State of).

## HUMAN SERVICE AGENCIES

These agencies provide a number of services. Some of these are: adoptions, adult protective services, child protective services, Aid to Families with Dependent Children (AFDC), food stamps, foster home recruitment, in-home supportive services, and Medi-Cal.

FURTHER INFORMATION: Contact your local county's Human Service Agency.

## MENTAL HEALTH DEPARTMENT

Mental Health Departments include services such as inpatient; day treatment; emergency response; and individual, group, and family counseling. Often, classes are given in such areas as parenting, assertiveness, and other life skills. Various support groups may also be provided.

FURTHER INFORMATION: Local city and county governments can provide information on mental health services.

## MEDI-CAL

Medi-Cal provides eligible people with hospital, ambulance, prescription, dental, optical, dialysis, and physician's services as approved by the program. Medi-Cal services are directed toward low-income people.

FURTHER INFORMATION: Contact your local county's Human Services Agency.

## DDS - CALIFORNIA STATE DEPT. OF DEVELOPMENTAL SERVICES

The Department of Developmental Services (DDS) provides services for the developmentally disabled. DDS contracts with 21 private nonprofit Regional Centers. These centers vendorize activity programs for the more severely handicapped clients who are not eligible for Habilitation Services through the Department of Rehabilitation. The activity programs provide for development of community, work, and recreation/leisure skills. Current emphasis in these programs is to provide optimum level of training in community work settings.

Explanation: "Developmental disability" means a disability that is attributable to mental retardation, cerebral palsy, epilepsy, autism, and other conditions similar to mental retardation that require treatment similar to that required by mentally retarded individuals. The developmental disability shall originate before age 18, be likely to continue indefinitely, and constitute a substantial handicap for the individual.

### REGIONAL CENTERS

These are "fixed points of contact in the community for people with developmental disabilities and their families, to the end that such people may have access to the facilities and services best suited to them throughout their lifetime." Specific activity programs include Adult Development Centers (ADC) and Day Training Activity Centers (DTAC).

Individual Program Plans (IPPs) are developed and designed to meet the basic habilitation needs of Regional Center clients and might include some of the following services:

*Vocational planning
*Speech therapy
*Day care
*Behavior modification programs
*Sensory-motor training
*Summer camp
*Periodic respite for the family
*State hospitalization
*Specialized medical care
*Transportation
*Integrated Work
*Integrated Life

### INTEGRATED WORK

This is the engagement of an employee with a disability in a natural community employment setting, in which the degree of integration is measured by the extent to which the disabled employee has opportunities to interact with nondisabled individuals other than those providing direct support services to the disabled employee.

SUPPORTED LIVING

These programs provide support to disabled people as they learn independent living skills. Some of these skills are personal care, health, safety, first aid, social development, social acceptability, recreation, integration into the community, etc. These services may be provided through a number of agencies.

FURTHER INFORMATION:

Paul Carlton, Deputy Director
California State Department of Developmental Services
Regional Center Section
1600 Ninth Street
Sacramento, California 95814

## JTPA - JOB TRAINING PARTNERSHIP ACT

The general purpose of JTPA is to provide job training and employment opportunities to economically disadvantaged, unemployed or underemployed people; to increase earned income, and maximize employment opportunities and self-sufficiency through the establishment of a flexible coordinated and decentralized system of programs. Job training funds are received by the state and disbursed through private industry councils review job market information and select and establish training programs for targeted youth and adults.

People with disabilities may receive the same job training services offered to any eligible participant.

JTPA training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and training, job search assistance, and job placement.

A program focus is to increase the role of private business and industry in the training and employment of youth with disabilities. This partnership bridges the public and private sectors.

*Exemplary Youth Programs*. This federally funded job training plan may provide for an "education for employment program" for youths, 16-21 years old, who are economically disadvantaged and/or have disabilities, who have not attained a high school diploma or who have educational deficiencies despite the attainment of a diploma, with priority given to high school dropouts.

*Pre-employment skills training program*. This program may include the following:

1. Vocational assessment and counseling
2. Vocational exploration
3. Job search assistance
4. Job seeking and keeping skills
5. Basic life skills
6. Remedial education
7. Transportation, child care, tools, uniforms

*WEE - Entry Employment Experience.* Public or private on-the-job training, may be up to 20 hours weekly during the school year or full time during summer or holidays.

*SYETP - Summer Youth Employment Training Program.* This is a summer work experience program with paid training provided in public sector sites for youths, 14-21 years old, who are economically disadvantaged and/or have disabilities.

In addition to training, the following services and activities may be offered:

1. Basic/remedial education
2. Employment counseling
3. Employability assessment
4. Job referral/placement
5. Occupational training
6. Job club
7. Transportation, child care, tools, uniforms

FURTHER INFORMATION:

California State Dept. of Education
Career/Vocational Preparation Division
721 Capitol Mall
Sacramento, California 95814

## *Community Organizations & Services*

PLANNED PARENTHOOD

This organization offers services which include books, films, brochures, displays, and workshops concerning teen pregnancy, sex education and sexual development, and information on family planning.

Medical examinations and pregnancy tests are offered.

Also included in Planned Parenthood programs are infertility counseling and testing, and referrals for pre-natal care and other issues related to pregnancy and family planning.

FURTHER INFORMATION: Contact Planned Parenthood in your community.

## CITY AND COUNTY RECREATION DEPARTMENTS

Parks and recreation departments provide a number of recreational and leisure programs for adults, youth, senior citizens, and people with disabilities. These agencies maintain systems of public parks and spaces. Adaptive Leisure Services are often available for persons with disabilities. Programs include social clubs, sports, special interest classes, outdoor recreation, and special expeditions. In various areas, recreation departments might offer such options as: beaches, campgrounds, hiking, fishing, cycling, horseback riding, rafting, nature study, ball diamonds, playground equipment, picnicking, etc.

FURTHER INFORMATION: Contact the city or county recreation department in your area.

## HOMEMAKER SERVICES

Homemaker services are an alternative to out-of-home care for those people who desire to live in their own homes but require certain domestic and non-medical personal services to insure their safety. Services may include: housekeeping, meal preparation, laundry, shopping and errands, non-medical personal services, transportation for medical appointments, and other personal safety services.

FURTHER INFORMATION: Contact your county's Human Service Agency.

## PRIVATE VOCATIONAL SCHOOLS

Private vocational schools offer training in a number of different occupations.

FURTHER INFORMATION: Look up these schools in your telephone book under "schools, vocational".

Graphic Design and Production by
SCIP Graphic Arts Occupations, a program of the
Office of the Merced County Superintendent of Schools
William H. Rinehard, Ed.D., Superintendent